

## CALHOUN STREET ELEMENTARY

1520 E. Calhoun Street  
Anderson, South Carolina 29621

**GRADES** K-5 Elementary School

**ENROLLMENT** 532 Students

**PRINCIPAL** Ann D. Self 864-260-5090

**SUPERINTENDENT** Betty T. Bagley 864-260-5000

**BOARD CHAIR** Dr. William Mack Burriss 864-224-6384

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	54	36	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Good	Average	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

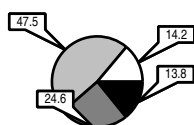
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.4%

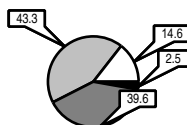
## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

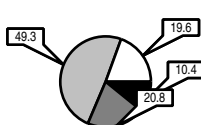
Elementary Schools with Students like Ours



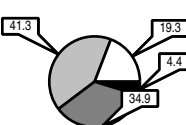
Mathematics



English/Language Arts



Mathematics



English/Language Arts

## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	268	100.0	14.6	43.3	39.6	2.5	56.7	Yes	Yes
Gender									
Male	138	100.0	16.9	46.0	34.7	2.4	50.0		
Female	130	100.0	12.1	40.5	44.8	2.6	63.8		
Racial/Ethnic Group									
White	132	100.0	7.4	36.9	51.6	4.1	71.3	Yes	Yes
African-American	128	100.0	22.1	50.4	26.5	0.9	39.8	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	215	100.0	8.9	42.4	45.5	3.1	65.4		
Disabled	53	100.0	36.7	46.9	16.3	0.0	22.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	268	100.0	14.6	43.3	39.6	2.5	56.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	14.2	43.5	39.7	2.5	56.9		
Socio-Economic Status									
Subsidized meals	151	100.0	20.0	53.1	26.2	0.8	43.1	Yes	Yes
Full-pay meals	117	100.0	8.2	31.8	55.5	4.5	72.7		

Mathematics - State Performance Objective = 15.5%									
All Students	268	100.0	14.2	47.5	24.6	13.8	56.3	Yes	Yes
Gender									
Male	138	100.0	12.1	49.2	23.4	15.3	58.1		
Female	130	100.0	16.4	45.7	25.9	12.1	54.3		
Racial/Ethnic Group									
White	132	100.0	2.5	42.6	32.0	23.0	70.5	Yes	Yes
African-American	128	100.0	27.4	53.1	15.9	3.5	39.8	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	215	100.0	10.5	46.1	26.7	16.8	63.4		
Disabled	53	100.0	28.6	53.1	16.3	2.0	28.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	268	100.0	14.2	47.5	24.6	13.8	56.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	14.2	47.3	24.7	13.8	56.5		
Socio-Economic Status									
Subsidized meals	151	100.0	23.1	54.6	19.2	3.1	42.3	Yes	Yes
Full-pay meals	117	100.0	3.6	39.1	30.9	26.4	72.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	150	99.3	10.8	29.5	51.1	8.6	59.7
	<b>Grade 4</b>	166	100.0	13.7	36.3	44.5	5.5	50.0
	<b>Grade 5</b>	153	99.3	20.4	45.8	31.0	2.8	33.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	86	100.0	17.7	27.8	53.2	1.3	54.4
	<b>Grade 4</b>	77	100.0	16.2	43.2	37.8	2.7	40.5
	<b>Grade 5</b>	105	100.0	11.3	58.8	26.8	3.1	29.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	150	100.0	10.7	43.6	33.6	12.1	45.7
	<b>Grade 4</b>	166	100.0	7.5	38.1	25.9	28.6	54.4
	<b>Grade 5</b>	153	100.0	9.9	50.7	22.5	16.9	39.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	86	100.0	12.7	57.0	26.6	3.8	30.4
	<b>Grade 4</b>	77	100.0	13.5	41.9	24.3	20.3	44.6
	<b>Grade 5</b>	105	100.0	16.5	47.4	20.6	15.5	36.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 532)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.3%	Up from 2.0%	3.0%	2.7%
Attendance rate	96.4%	Down from 96.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		3.9%	3.5%
Eligible for gifted and talented	13.1%	Down from 28.7%	14.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Up from 8.2%	9.2%	8.2%
Older than usual for grade	0.9%	Up from 0.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	56.1%	Up from 47.5%	50.0%	51.4%
Continuing contract teachers	95.1%	Up from 85.2%	89.5%	87.5%
Highly qualified teachers**	97.4%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 93.9%	87.1%	86.7%
Teacher attendance rate	95.7%	Down from 96.6%	94.9%	94.9%
Average teacher salary	\$44,611	Up 10.8%	\$40,748	\$40,760
Prof. development days/teacher	12.5 days	Up from 5.0 days	12.3 days	12.4 days

School

Principal's years at school	12.0	Up from 11.0	3.5	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.9 to 1	19.3 to 1	18.9 to 1
Prime instructional time	91.2%	Down from 92.6%	89.9%	90.0%
Dollars spent per pupil*	\$5,566	Down 2.8%	\$5,830	\$6,044
Percent of expenditures for teacher salaries*	69.8%	Up from 67.2%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Calhoun's 2003-04 theme Rising to New Heights reflected its expectations. In response to the rezoning change, new and returning students, their parents, and teachers joined efforts to achieve lofty goals. Our accomplishments exceeded our expectations!

Our instructional program was our priority. The use of leveled reading texts in all first and second grade classrooms and in some 3-5 classrooms was implemented. Students from upper grades worked with their primary Study Buddies and collaborated with the Hanna Math Club to create flash cards with math facts. Kindergarten acceleration groups and PACT Power groups were initiated to provide academic assistance to students in a small-group setting.

We continued our Exemplary Writing program with a school-wide writing project and parent writing. We participated in Newspapers in Education and published the school newspaper staffed by fourth and fifth graders. Student books were shared in a grand Open House celebration.

Special events brought us together in new and exciting ways. Students, their parents, and mentors ate, read, and socialized at Books for Breakfast. Bedtime stories, free books, and pajamas highlighted the Goodnight Moon, Goodnight Calhoun family night in the library. Teachers shared ideas in Spotlight on Instruction sessions.

Students enjoyed extracurricular activities in Baseball, Cake Decorating, Puppet, Newspaper, Math, Science, and Step Team Clubs.

District initiatives gave rise to new opportunities. Calhoun became the new Reading Recovery training site with a facility for behind-the-glass observations and staff development. Team Magnet visited schools all year and won the vote to become first District Five Magnet School with a \$500,000 building plan to start this summer with a new science lab and drama room.

As Calhoun continues to grow and change, the challenges ahead fill us with anticipation. Together we make plans to become a Calhoun Magnet School for the Creative Arts that will enrich the lives of our students and serve as a model for other schools.

Ann Self, Principal; Amy Simmons, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	96	48
Percent satisfied with learning environment	100.0%	87.5%	85.1%
Percent satisfied with social and physical environment	100.0%	87.5%	74.5%
Percent satisfied with home-school relations	100.0%	90.6%	78.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.